DOCUMENT RESUME

ED 163 172 08 CE 017 855

AUTHOR Miller, Melvin D.
TITLE A Regional Model Inservice Program for State Department Leaders of Vocational-Technical Education. Final Report.
INSTITUTION Tennessee Univ., Knoxville. Dept. of Vocational-Technical Education.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE Aug 78
CONTRACT RFS-331.45-06
NOTE 96p.; Not available in hard copy due to light type

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Administrator Education; *Inservice Programs; *Leadership Training; Models; *Staff Improvement; State Departments of Education; Vocational Education
IDENTIFIERS *Extern Model

ABSTRACT

The goal of this project was to provide a personnel development program for state department leaders from Alabama, Florida, Georgia, Mississippi, South Carolina, and Tennessee who hold first-line positions under state directors of vocational education. The inservice program, with seven project objectives, was developed in cooperation with the participants which permitted them to attain personnel development goals while maintaining an active, full-time role in the employing agency. Through a series of planned meetings, which extended over a nine-month period, participants were able to exchange and discuss alternative solutions to common concerns and problems, work with consultants from areas of major interest, and become familiar with programs in the states of program participants. Process evaluation was conducted as a part of each meeting. The Miller-Courtney Competency Test for Leadership Development Personnel in Vocational-Technical Education was given on a pre- and posttest basis. Final evaluation data were collected by a third-party evaluator through a survey instrument. The evaluation indicated that the project objectives, to provide a professional development experience for first-line administrators and to create a closer working relationship among vocational leaders in the cooperating states, were accomplished. It was recommended that more time be allowed for assimilating information and experiences, more state support be given to allow fuller participation by participants, and more project staff followup be given to participants. (Appended are program agendas, evaluation instruments, and the final evaluation summary.) (JH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED163172

FINAL REPORT

A REGIONAL MODEL INSERVICE PROGRAM FOR STATE DEPARTMENT LEADERS OF VOCATIONAL-TECHNICAL EDUCATION

USOE Region IV
EPDA Part F, Section 553
Regional Personnel Development Project

Report Prepared

by

Melvin D. Miller

Department of Vocational-Technical Education
College of Education
University of Tennessee
Knoxville, TN 37916

August, 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 017 855

ACKNOWLEDGEMENTS

The project director acknowledges the interest and support as well as the farsightedness of the state directors in USOE Region IV who nominated and supported participants in this project. Their willingness to invest in their staffs provided the opportunity for this project to exist and to demonstrate the viability of the extern model as an appropriate way to provide self-renewal and professional growth opportunities to members of their staffs. These state directors are:

T.L. Faulkner, Alabama
Joe D. Mills, Florida
Joseph Freund, Georgia
Joe W. Lewis, Mississippi
L.L. Lewis, South Carolina
John Leeman, Tennessee

The work of Juanita Bice who began as a co-director of the project is also acknowledged. After accepting a position at The National Center for Research in Vocational Education, she agreed to serve as the outside evaluator. Her contribution to the project and to the participants in both capacities has been noteworthy.

Melvin D. Miller

FINAL REPORT

1. Project Number: Contract RFS 331.45-06

2. Grant Number: N/A

3. Title of Project: A Regional Model Inservice Program for State Department Leaders of Vocational-Technical Education

4. Grantee Organization: The University of Tennessee
Department of Vocational-Technical Education
110 Henson Hall
Knoxville, TN 37916

5. Project Directors: Melvin D. Miller and Juanita W. Bice

6. Period Covered: From July 1, 1978, to August 31, 1978

7. Accomplishments:

The need for state department leadership is well documented. The state director of vocational education and the individuals reporting directly to the state director embody the major leadership team within the state department. While numerous personnel development opportunities exist for the state director, there are few such opportunities common to the needs of the state director's administrative staff.

The goal of the project was to provide a personnel development program for state department leaders who hold first-line positions under the state director of vocational education.

The approach used in this project was based on the extern concept or model. The extern model features a planned inservice program, developed in cooperation with participants, which permits the attainment of personnel development goals while maintaining an active, full-time role in the employing agency. Through a series of planned meetings extended over a nine-month period, participants were able to exchange and discuss alternate solutions to common concerns and problems, benefit from consultants who represent expertise in areas of major interest, and to become more familiar with the programs in the states of program participants. Assistance was available from the project director to the individual participant, upon his/her request, as he/she fulfilled their back-home role and responsibility.

Project objectives were established and accomplished as listed in the following statements.

A. Provide a professional development experience for three vocational education leaders who hold first-line positions under the state director of vocational education in each cooperating state.

State directors of vocational education in six of the eight states in USOE Region IV nominated persons holding major administrative responsibilities to participate in the project. The list of state department participants and their title by state follows:

Alabama

James R. Bishop, Assistant Director
B.P. Dillworth, Assistant Director
Ruth Stovall, Assistant Director

Florida

Patsy R. Agee, Bureau Chief
Kenneth M. Eaddy, Bureau Chief
Leon A. Sims, Bureau Chief

Georgia

Bob Lynn, Director
Ed Word, Director
Robert K. Mabry, Coordinator

Mississippi

Elwyn Wheat, Assistant Director
James Reeves, Assistant Director

South Carolina

Cleveland A. Huey, Consultant
W. Cecil Waters, Coordinator

Tennessee

Brenda Barr, Director
Wallace Burke, Chief
Russell Smith, Chief

The project was designed to encourage the state director to nominate, in addition to the state staff, one teacher educator having broad responsibility for vocational leadership development. The addition of a teacher educator to the state cadre provided an opportunity to create a closer working relationship between teacher educators and state staff, to expand the mutually supportive role that each represents, and to further emulate a complementary diversity that ought to exist between state department and teacher

education personnel. Teacher education participants follow for the five states which were represented by a teacher educator.

Alabama

David E. Sawyer, The University of Alabama

Florida

L. Hobdy Perkins, University of West Florida

Georgia

John Preston, Georgia State University

South Carolina

Alfred A. Newton, Clemson University

Tennessee

Melvin D. Miller, The University of Tennessee

Two states, Kentucky and North Carolina, in USOE Region IV elected not to participate in this regional personnel development project. Restrictions on out-of-state travel together with financial constraints were offered as the primary reasons for non-participation. A copy of materials sent to the state directors and participants prior to the initial meeting is found in Appendix A.

Project participants met with project staff in conjunction with the fall meeting of the state directors of vocational education in Orlando, Florida in September, 1977. This meeting provided an opportunity to develop a group relationship, to be oriented to the extern model, and to initiate planning for the year's activities.

Four topics were identified at the planning meeting as being of primary concern. These four topics--CETA, evaluation, curriculum, and planning--reflected the major group goals and became the focal point for the activities of the group.

Planning groups were formed for each topic based on participant preference. These planning groups were responsible for suggesting dates and locations, developing a tentative program outline and recommending consultants. These tentative plans were then presented to the entire group for modification and finalization. The planning group was also responsible for coordinating, publicizing, conducting, and evaluating the program adopted by the participants as well as arranging space, local transportantion, and meal functions. A copy of the orientation and planning meeting agenda together with evaluation information, follow-up correspondence, and preliminary planning results is in Appendix B.

Four regionally located two-day meetings were held to implement the initial plans of the group. These meetings also provided opportunities for planning groups to finalize plans for the other meetings remaining on the schedule. A copy of the four meeting schedules, evaluation results, and preliminary correspondence is found in Appendix C.

Objectives for state teams and individuals were to be developed in conjunction with the planning sessions. This activity, while initially believed to be of importance to the success of the project, held a low priority with project participants. In keeping with the concept of the extern model which places primary emphasis on participant interests and needs, this aspect of the program was not pushed and eventually played a minimum role in the overall success of the program.

B. Create a closer working relationship between a vocational teacher education program leader and the state division of vocational education in each of the cooperating states.

The narrative under Objective A relates in part to this objective. It was obvious to note an active interchange of ideas and the complementary nature of the diverse views that occurred through this project.

State directors were surveyed near the mid-point of the project. One question dealt with this objective and four of the five responding state directors gave an affirmative response to the question, "Have you seen evidence that this project is furthering a good working relationship between state staff and vocational teacher educators in your state?" See Appendix D for more details on this survey and examples of how state directors elaborated on this question.

C. Develop a cooperative linkage between and among the several state divisions of vocational education and teacher education programs participating in this program.

The design of the extern model has in fact caused state staff and teacher educators to develop both a formal and informal network of contacts which has stimulated interaction and sharing on common problems and needs. This feature was mentioned by some participants at each regional meeting as being the most important aspect of that particular meeting for them.

D. Develop a model inservice program for leaders in state divisions of vocational education which is transportable to regionalized state groups.

The extern model was the vehicle used to provide inservice training to state division vocational education leaders and teacher educators from six states in USOE Region IV. The model is a year-long inservice program, developed in cooperation with the participants, which allows for the accomplishment of group and personal goals. Through a series of planned bimonthly meetings involving on-site exposure to exemplary programs or operations and/or presentations dealing with topics selected by participants, individual participants enhanced their skills and knowledge to deal with current concerns.

In addition to the meetings, on-site visits to state departments by project staff provided consultation regarding current issues and needs in an attempt to enhance the exercise of leadership at the state level. Formal and informal contacts among program participants and with significant others provided for an exchange of ideas and problems as well as a sounding board to test alternative solutions to persistent problems.

The experience of this project indicates that the extern model can be adapted as a vehicle to serve the inservice training needs of state department leaders. The opportunity to plan and largely direct one's inservice education in concert with peers holding similar responsibility is the single, most important feature. Several factors are of a vital but supportive nature. These include the support of the state director, funds for travel, funds for outside consultants, and a mechanism to bring all of these together. There is little reason why concerned state directors who reside in states within reasonable proximity could not themselves select an approved vocational personnel development specialist at one of their respective universities to head such a program.

The planning/orientation sessions together with the two-day seminars provided the major opportunities for growth. The state visitations were functional and

provided for state needs beyond those being served by the seminars. State-group objectives and individual objectives did not emerge as a high priority and were not of great importance in determining the success of the project. It is believed that the state-group objectives were of lesser importance due to the diverse roles and responsibilities that the participants from a given state had in comparison with their fellow state leaders. It appeared that there was more commonality among persons from the several states than within one state in terms of assigned role and perceived training requirements. It was this mix-and-match feature which appears to have fostered the freewheeling discussions and sharing of problems, needs, and alternate solutions that characterized participant sessions and contacts.

E. Identify and establish a plan for achieving one individual professional development goal for each participant.

This objective was not met as described under Objective D. This aspect was not of a high priority to the participants and they elected to expend time available for inservice on other phases of the program.

F. Identify and establish a plan for achieving one major professional development goal common to the participants from each state participating in the project.

This objective was not met as described under Objective D. This goal was not a high priority to the participants; and while a state-group goal was determined by most of the states, available time was devoted to other parts of the program.

G. Identify and establish a plan for achieving one professional development goal common to all participants.

The planning and orientation session provided a basis for the group to develop four common goals. Activities were designed and implemented to achieve these four goals. The activities described under Objective A more fully describe activities related to these goals.

8. Major Activities and Events:

July/August	Identification of cooperating states and participants
September	Orientation and planning meeting
November	Bimonthly program meeting in Biloxi, Mississippi Topic: The Role of Vocational Education in CETA and Youth Employment
January	Bimonthly program meeting in Montgomery, Alabama Topic: Vocational Evaluation Dissemination of Illinois materials to states
February	Mid-point survey of state directors Site visits in Jackson and Starkville, Mississippi, and Nashville, Tennessee, with state participants
March	Site visit to Columbia, South Carolina, with state participants

April	Bimonthly program meeting in Greenville, South Carolina Topic: Curriculum Development/ Personnel Development for Performance-Based Instruction in Vocational Education Site visit in Atlanta, Georgia, with state participants
June	Bimonthly program meeting in Nashville, Tennessee Topic: Improved Management Through Planning Final Evaluation data collection
August	Preparation of final report Dissemination of materials to participants

9. Problems:

There were two departures from the original proposal:

(1) Two of the 8 states in USOE Region IV did not participate.

(2) On the recommendation of the state directors and participants, meetings were changed from a monthly to a bimonthly pattern.

10. Publicity Activities: N/A

11. Dissemination Activities:

Material developed in Illinois on evaluation and in Massachusetts on planning were disseminated through the project to each state participant in the project.

12. Evaluation:

Process evaluation was conducted as a part of each meeting. A summary of the findings related to each of the four meetings is found in Appendix A.

The Miller-Courtney Competency Test for Leadership Development Personnel in Vocational-Technical Education

was given on a pre- and post-test basis. An analysis of these data did not indicate any significant differences. The mean scores on the test items did show a slight increase for each of the eight catagories. It was not anticipated that significant changes would occur; however, data were collected to verify this supposition. It seems safe to say that any program, even though extended over nine-months, that has as few as ten inservice days with four major topics and that has participants whose professional experience and development is at a high level is not likely to have a high impact on leadership competencies. The expected major outcomes were best measured by the final evaluation conducted on a third-party basis.

Final evaluation data were collected by the third-party evaluator through a survey instrument. A copy of the final program evaluation form together with a summary of the responses appears as appendix E. These data are the basis for the following written summary provided by the third-party evaluator.

The evaluation summary indicates that the program was successful in accomplishing the objectives (1) to provide a professional development experience for first-line administration in vocational education; (2) to create a closer working relationship between and among vocational leaders in the state department and teacher training institutions within and without

the cooperating states. The objective to develop a transportable model inservice program for leaders in state divisions of education was accomplished to a moderate degree with a few recommendations to allow for more effective training. These recommendations include (1) allowing more time for assimilating information and experiences; (2) more state support to allow fuller participation by participants; and if the setting of individual and state goals are part of the model, (3) project staff should follow-up more closely for effectiveness and for observation of results.

Based on the responses to the accomplishment of the individual and state goals, it appears that because of the time allowance the participants did not put a top priority on these components of the model. However, there was agreement among the participants that the extern model was a novel and effective approach for inservice for decision-makers. It is especially beneficial as it provides the opportunity for participants to go outside their own sphere of operation to share concepts, ideas and to learn from the experiences.

The benefits from the educational activities in the program appeared to be immediate for the participants but they also indicated that the full impact will emerge and be evident in the months and years ahead.

13. Other Activities: N/A

14. Staff Employment and Utilization:

Two professional staff were involved with this project. Melvin D. Miller and Juanita Bice served as project co-directors until February 1, 1978. At that time Dr. Bice moved to a new position at The National Center for Research in Vocational Education and Dr. Miller assumed full responsibility for the project.

15. Staff Development: N/A

16. Participant Characteristics:

Participants	American Indian		Oriental		Negro Black		Spanish		All Others		Totals
	M	F	M	F	M	F	M	F	M	F	
State Department									13	3	16
Teacher Educators									5		5
Totals									18	3	21

Appendix A

Correspondence to State
Directors and Nominees Prior
to Planning Meeting

The University of Tennessee
COLLEGE OF EDUCATION
Knoxville 37916

Department of Vocational-Technical Education
Agricultural, Business, Distributive,
Home Economics and Industrial Education

You are invited to select three of your first-line administrators to participate in a 10-month Regional Inservice Program for State Department Leaders of Vocational-Technical Education. The Department of Vocational-Technical Education of The University of Tennessee, Knoxville, has been awarded an EPDA 553, Part F grant in USOE Region IV to conduct this inservice, self-renewal program. The initial 3-day workshop/planning meeting will be September 28-30, 1977, to establish a tentative plan for the year's activities. The planning sessions would be used to identify individual and group objectives, seminar topics and resource personnel.

An abstract of the project which further describes the project and activities is enclosed. You may recall that this abstract has been shared with you previously in an effort to acquaint you with the project and secure a commitment from you and your state. The response and eagerness to participate in such a program has encouraged us to proceed.

You will note in the abstract on the last page that the project funds will provide transportation and per diem costs for participants to the 3-day planning session in September. These expenses will be reimbursed in accordance with University of Tennessee policies. The cost to each participating state will be for transportation and per diem expenses incurred for the 1½ day monthly meetings. For the three representatives from your state to attend and participate in the 8 regional meetings, the projected anticipated total costs would be around $3500.

If your state has a comprehensive graduate program in vocational-technical education you may request a teacher-educator from that program to participate as a fourth state representative. In this case, the teacher educator might work with the project staff in coordinating individual on-site visits with the state department group.

This project is unique in that it brings together on a systematic basis first line state leadership for vocational education from a multi-state consortium. Typically these persons have not had self-renewal opportunities made available to them on a systematic basis. The project also encourages development of a stronger cooperative role between vocational teacher educators and the state agencies vocational leadership.

We hope you will agree, as we do, with the significance and importance of the opportunities of this program and will be able to support the participation of three members of your staff in the program.

Please complete and return the enclosed form indicating your desire to participate and naming those persons whom we may contact with further details of the program.

Thank you for your concern and dedication to vocational education.

Sincerely,

John Leeman

John Leeman
Assistant Commissioner
for Vocational-Technical Education

Melvin D. Miller

Melvin D. Miller, Head
Department of Vocational-
Technical Education

MDM:dc

enclosure

PLEASE COMPLETE AND RETURN THIS FORM

REGIONAL INSERVICE PROGRAM FOR STATE
DEPARTMENT LEADERS OF VOCATIONAL TECHNICAL EDUCATION

EPDA 553, Part F
Personnel Development Training Grant
1977-78
The University of Tennessee, Knoxville
Department of Vocational Technical Education

The following three people will be the representatives from _____ (state) to partcipate in the ten-month regional inservice program as described in the attached letter and abstract:

I. State Department, Division for VTE, Personnel

A. 1. Name: _____

2. Title: _____

3. Mailing Address: _____

_____

_____

4. Office Phone: _____

B. 1. Name: _____

2. Title: _____

3. Mailing Address: _____

_____

_____

4. Office Phone: _____

C. 1. Name: _____

2. Title: _____

3. Mailing Address: _____

_____

_____

4. Office Phone: _____

II. The following Teacher Educator from an institution in our state which has a comprehensive graduate program in VTE is recommended as a fourth representative.

A. 1. Name: _____

2. Title: _____

3. Institution: _____

4. Mailing Address: _____

5. Phone: _____

Signed: _____
State Director for VTE

- -

Please return this form to:

Dr. Melvin D. Miller, Head
Department of Vocational Technical Education
University of Tennessee
110 Henson Hall
Knoxville, Tennessee 37916

If you have any questions or need further information call:

Dr. Melvin Miller or Dr. Juanita Bice
AC 615-974-2574

A REGIONAL MODEL INSERVICE PROGRAM FOR STATE DEPARTMENT LEADERS OF VOCATIONAL-TECHNICAL EDUCATION

Introduction

That state departments of education are responsible to provide leadership for education within the state is generally accepted by educators[1] and state directors of vocational education and their staff share responsibility in the leadership role. Chief state school officers and state directors of vocational education in exercising the functions of their positions have opportunities to participate in self-renewal activities which promote the quality of their leadership and enhance the likelihood that better education will result.

Vocational leaders working directly under the state directors do not have similar national and/or regional self-renewal opportunities provided. Unless the state has created and implemented a professional development plan for state staff, planned self-renewal is not likely to occur. Even when such a plan has been implemented it frequently fails to encourage extensive interaction with vocational leaders beyond the borders of the state.

This situation parallels that of local directors of vocational programs--practitioners who become enmeshed in the daily demands of the position and who fail to find a means to escape for self-renewal. Some states recognizing this problem have created inservice leadership development pro-

---

[1] Emerging State Responsibilities for Education. Improving State Leadership in Education, Denver, Colorado 1970, Edgar L. Morphet and David L. Jesser, Editors.

grams in response to this need.[2] This same extern concept has been proposed as a model for inservice education in vocational education[3] and is now the basis for a research project in Tennessee.[4]

Need for the Project

The need is to provide meaningful professional development experiences for vocational education leaders who hold first line positions under state directors of vocational education.

The Extern Model

The extern model provides a planned inservice program developed in cooperation with participants which allows for the accomplishment of personal group goals while maintaining an emphasis on participant accomplishments within the employing agency. Through a series of planned monthly meetings involving on-site exposure to exemplary programs or operations together with presentations and/or seminars dealing with topics selected by participants, individual participants enhance their skills and knowledge to deal with back home problems.

In addition to these monthly meetings, each state department group would be provided regular on-site visits throughout the extern year by the program managers. This outside consultation provides additional exper-

---

[2]"Externing: Route to Leadership," American Vocational Journal, (April, 1975), 34-37.

[3]"A State Model for Vocational Inservice Education," Theory into Practice, XIV (February, 1975), 52-58.

[4]State Inservice Training Model for Local Directors of Vocational Education, Part C, "Research and Training in Vocational Education," U.S. Grant number G00-75-00447, through 9/30/76, Project Director, Melvin D. Miller.

tise to orchestrate with that of local participants in examining alternatives to improve the state departments' capacity to exercise its leadership role and the quality of vocational education in the state.

The extern model also provides involvement with significant others holding similiar responsibilities but from other state departments of education. In cooperatively planning and implementing the extern model, participants will have continuing contact with personnel from other state departments of education. Formal and informal contacts will provide for an exchange of ideas and problems as well as a sounding board to test alternatives. The importance of such inter-state exchanges by state leaders should not be underestimated.

The Extern Format

Each participating state would, through the state director of vocational education, be asked to select three first line administrators to participate in the 10 month program. Participants would attend a three day planning meeting in Mid-September to establish a tentative plan for the year's activities including individual and group objectives, seminar topics and resource personnel. Individual objectives would include job-related performance statements.

A series of nine two day meetings would be held throughout 1977-78 starting in October. These meetings would be scheduled with a minimum of one in each participating state. That state's participants would organize, in cooperation with the program managers, those activities cooperatively planned by the extern group. These meetings provide a means to achieve group objectives and opportunities for new professional exposures in each of the participating states. These meetings serve as a forum for

bringing in national expertise to work with the group in meeting their planned objectives.

On-site consultation would be provided by the program managers on a regular monthly basis. These meetings would provide for the states participants to deal with job-related performances and personal objectives. These on-site visits would be coordinated by the program managers and planned in cooperation with the participants.

University credit could be earned by persons participating in this program. In states where a comprehensive graduate program in vocational education exists, the program managers, if so desired, would plan with a representative of that program to provide such credit. Graduate credit is available through the Department of Vocational-Technical Education at the University of Tennessee.

States having comprehensive graduate programs in vocational-technical education could request a teacher-educator from that program to participate as a fourth state representative. In these cases the teacher educator would fill the program manager role in working with the state department group through the on-site visit process, however, program managers from the University of Tennessee would be available upon request to join with the state's teacher educator for these on-site consultations.

Rationale

The multi-state externship program brings together vocational leadership having similiar responsibilities and concerns. This leadership, however, does not now have a regular forum for a self-renewal which involves interaction with significant others from their adjoining states.

Group planning to study common issues and concerns provides for the generation of alternatives and a more threat-free sounding board than is generally possible in a single state. A sharing of the best from each participating state also expands the horizons of the externs. The on-site consultations by the program managers further increases the opportunities to promote the exchange of ideas among and between the various states. Where a teacher educator is selected to participate, there are additional long range benefits to that state.

Costs

The program is partially funded under a regional grant through USOE, EPDA 553, Part F. Air and ground transportation and per diem for the three-day workshop in September will be paid by project funds according to University of Tennessee reimbursement policy.

Each state's cost would be in terms of travel and per diem for the monthly meetings and in release time for the extern participant.

TENNESSEE
State Board for Vocational Education
Nashville, Tennessee 37219

Mr. John Leeman
Assistant Commissioner
Vocational-Technical Education
(615) 741-1716

Dr. Bobby G. Derryberry
Director of Contracts and Agreements
Vocational-Technical Education
(615) 741-2860

This cooperative arrangement activity was developed in cooperation with the Vocational Education Personnel Development Program in the U.S. Office of Education, Region IV Office, as authorized by the Education Professions Development Act (P.L. 90-35), Part F, Section 553.

---

1. Institution or Agency:

   The University of Tennessee
   Department of Vocational-Technical Education
   110 Henson Hall
   Knoxville, Tennessee 37916

2. Director:

   Dr. Melvin D. Miller and
   Dr. Juanita W. Bice, Co-Director

3. Objectives:

   a. Provide a professional development experience for three vocational education leaders who hold first line positions under the state director of vocational education in each cooperating state.

   b. Create a closer working relationship between a vocational teacher education program leader and the state division of vocational education in each of the cooperating states.

   c. Develop a cooperative linkage between and among the several state divisions of vocational education and teacher education programs participating in this program.

   d. Develop a model inservice program for leaders in state divisions of vocational education which is transportable to regionalized state group.

   e. Identify and establish a plan for achieving one major individual professional development goal for each participant.

   f. Identify and establish a plan for achieving one major professional development goal common to the participants from each state participating in this project.

g. Identify and establish a plan for achieving one professional development goal common to all participants.

4. Sites and Dates of Training Activities:

   a. Orientation Workshop: three days during the week of September 26, 1977.

   b. Bi-monthly or quarterly two-day meetings at specific sites and dates to be determined during orientation.

   c. On-site consultation to participants by project staff on quarterly basis.

5. Descriptors:

   The program is designed to achieve the objectives by using a series of planned meetings involving on-site exposure to programs or operations and/or presentations and seminars dealing with topics selected by participants to enhance their skills and knowledge to deal with current challenges.

6. Evaluation Strategies:

   a. The Miller-Courtney Vocational Leadership Competency Test will be used as a pre/post test of participants.

   b. A process questionnaire will be developed and administered following each meeting.

   c. State Directors of participants will be contacted at various points during the project for formative evaluation and at the conclusion of the project for summative evaluation.

7. Report Schedule:

   a. Semi-annual Progress Report

   b. Final Report

8. Predominant Area of Vocational Education:

   State administrators in Vocational Technical Education

9. Number of Participants:

   24 state department of Vocational Technical Education administrators
   8 (possibly) vocational teacher educators

10. Participant Information:

    a. administrators - 24
       teacher educators - 8

b. Participants by Ultimate Student Target Groups:

1. EDUCATIONAL LEVEL: Teacher Educators
   Administrators

2. URBAN/RURAL BACKGROUND: No Particular Geographic Focus

3. UNDER-REPRESENTED GROUPS: No Particular Group Focus

11. Participant Description:

Participants not all identified as of this date.

The University of Tennessee
COLLEGE OF EDUCATION
Knoxville 37916

Department of Vocational-Technical Education
Agricultural, Business, Distributive,
Home Economics and Industrial Education

M E M O R A N D U M

TO: State Directors for Vocational Education USOE Region IV

FROM: Melvin D. Miller and Juanita W. Bice, Co-Directors

DATE: July 15, 1977

SUBJECT: "Regional Inservice Program for State Department Leaders of Vocational Technical Education", EPDA, Section 553, Part F, USOE Region IV - Personnel Development Training Grant

This memo is a follow up of our letter to you in June which described the above referenced project.

We find that the September 28-30 dates scheduled for our initial planning meeting coincide with the dates of the State Directors meeting scheduled September 26-30 in Orlando, Florida.

After talking with and securing the support of Mr. Robert Van Tries, President of NASDVE; Mr. Jim Reid, Executive Secretary of NASDVE; Mr. Dan Koble, Center for Vocational Education in Ohio; and each of you State Directors in Region IV, we have made the following plans:

1. Since a number of the key administrators who would be involved in our regional project will be accompanying their state director to Orlando, we will hold our planning meeting in Orlando during this same time period.

2. Our project budget provides the funds to support the three representatives from each state for a three day planning meeting. Therefore, we will pay travel and three days per diem according to University of Tennessee policies for out of state travel:

   Lodging: $20/a day
   Meals: $11.50/a day
   Travel: RT airfare or 15¢/mile

3. We will host a breakfast, Tuesday, at 7 a.m., for the eight State Directors of USOE Region IV and the three key administrators selected by the Director to participate in the regional project. At this time we will explain and outline the program more specifically and schedule additional meeting times and activities for the participants. These meeting times will be when no other activities are scheduled or when the State Directors are in executive session.

4. In order to determine which of your personnel to recommend as participants many of you have asked for clarification of the terms "key" or "first-line" administrators. This is our target audience for the project and we are referring to those persons who report directly to you, the State Director for Vocational Education.

We certainly feel that the benefits from participating in this program will enhance each of the state departments involved as well as provide stronger lines of communication and support among the states in the region.

We have two requests to make:

1. that you invite your three selected administrators to the Orlando meeting; and

2. that you forward the names of the three persons to us in order that we might contact them, also.

We look forward to hearing from you and seeing you in Orlando. If you have questions or need further information, please contact either of us, Mel Miller or Juanita Bice, at:

(615) 974-2574

or

University of Tennessee
110 Henson Hall
Knoxville, Tennessee 37916

JB:rt

Enclosure: Copies of orignial correspondence

cc: Dr. John Lovegrove
Dr. Bobby Derryberry
Dr. Charles Peccolo
Mr. Robert Van Tries
Mr. Dan Koble
Mr. Jim Reid

The University of Tennessee
COLLEGE OF EDUCATION
Knoxville 37916

Department of Vocational-Technical Education
Agricultural, Business, Distributive,
Home Economics and Industrial Education

September 1, 1977

You have been selected by your State Vocational Education Director to participate in an EPDA 553, Part F, project sponsored by a grant from USOE Region IV and the University of Tennessee.

The initial meeting of the group is scheduled in conjunction with the State Vocational Education Director's meeting in Orlando, Florida, September 26-30, 1977. A breakfast meeting is scheduled for 7 a.m. Tuesday, September 27, 1977, at the Carlton House Resort Hotel (the conference hotel). A brief overview of the project and plans for the year will be given to participants and their state directors at this breakfast meeting. Additional meetings will be scheduled for participants on Tuesday, Wednesday, and Thursday to complete orientation to the project and plan programs and activities for the remainder of the year.

You will note from the enclosed copy of the correspondence to your State Director that the project budget provides funding to reimburse you for your travel to the Florida meeting plus 3 days per diem according to University of Tennessee travel policy which is:

Lodging:	$20/night (3 nights)
Meals:	$2.25 - breakfast
	3.25 - lunch
	6.00 - dinner

You may register for the State Directors' Conference for $20 which includes two meal functions and coffee breaks (a breakfast - $4.50; a dinner - $8.00; and coffee breaks - $7.50). We will be able to reimburse you only for the two meals at the above stated UT rate.

You will need to make your room reservations directly with the Carlton House. A reservation form is enclosed for your use

and convenience. If you make your reservation by phone using the toll-free number, please indicate your reservations are in conjunction with the State Vocational Education Directors' meeting in order to get the conference room rate.

Please complete the bottom portion of this page and return to:

Dr. Juanita Bice
110 Henson Hall
University of Tennessee
Knoxville, TN 37916

If you have any questions, please call either of us at AC 615-974-2574. We look forward to seeing you in Orlando.

Sincerely,

Melvin D. Miller
Co-Director

Juanita W. Bice
Co-Director

- -

Please complete and return this form to:

Dr. Juanita Bice
110 Henson Hall
University of Tennessee
Knoxville, TN 37916

NAME _____

TITLE _____

STATE _____

DATE/TIME OF ARRIVAL IN ORLANDO _____

DATE/TIME OF DEPARTURE FROM ORLANDO _____

The University of Tennessee
COLLEGE OF EDUCATION
Knoxville 37916

Department of Vocational-Technical Education
Agricultural, Business, Distributive,
Home Economics and Industrial Education

M E M O

TO: State Directors of Vocational Education
USOE Region IV

FROM: Juanita W. Bice and Melvin D. Miller

DATE: September 6, 1977

SUBJECT: Region IV EPDA Project Meeting
September 27, 1977, Orlando, Florida

Enclosed are copies of correspondence to your nominees for our Region IV EPDA project. You will note that the initial orientation session is Tuesday morning, September 27, 1977, at 7 a.m. at the Carlton House Resort Hotel in Orlando.

You are cordially invited to be our guest for this breakfast meeting so that we may share with you more specifically our objectives and plans for the total project.

Please complete the form at the bottom of the page and return to:

Dr. Juanita Bice
110 Henson Hall
University of Tennessee
Knoxville, TN 37916

— —

NAME _____

STATE _____

I will attend _____ will not attend _____ the breakfast.
(Please check one)

Thank you.

Appendix B

Orientation & Planning Meeting
Schedule, Evaluation Form
and Follow-up Correspondence

Regional Inservice Program for
State Department Leaders of Vocational Technical Education

Orientation and Planning Meeting

Carlton House-Resort Inn
Orlando, Florida
September 27-29, 1977

Tuesday, September 27, 1977

7:00 a.m. - 8:30 a.m.	Host Breakfast (Project Participants and respective State Directors) Presider: Juanita Bice/Melvin Miller Co-Directors Department of Vocational Technical Education University of Tennessee Introductions and Welcome Orientation to Project
8:30 a.m.	FIRST GENERAL SESSION Presider: Luther Hardin Associate Director Vocational Technical and Adult Education Arkansas Welcome to Florida Greetings From The Center Robert E. Taylor, Executive Director The Center for Vocational Education Seminar Evaluation Procedures and Announcements
9:00 a.m.	Improving The Quality of State Vocational Education Services and Functions Through Governance John Porter, Chief State School Officer Michigan

*** Meetings scheduled for and by Region IV EPDA 553 Project at the University of Tennessee, (other meetings are State Directors' program scheduled by The Center for Vocational Education).

Tuesday, September 27, 1977 (Cont.)

10:00 a.m.	Refreshment Break
10:30 a.m.	The Future of Governance for Vocational Education - A Dialogue Grant Venn, Professor of Education Georgia State University Atlanta, Georgia Joe D. Mills, State Director of Vocational Technical and Adult Education Florida
11:30 a.m.	Monitored Question and Answer Session on Governance of Vocational Education
12:00 noon	Lunch (Individually Arranged)
1:00 p.m.	SECOND GENERAL SESSION Presider: Marilou Madden, Acting Director of Vocational Education Alaska Managing The Conflict and Stress Resulting From Governance Problems Sue Bennett, Management Consultant Hay Associates, Chicago, Illinois
2:00 p.m.	Simulation As A Learning Activity Mike Murphy, Bureau of Vocational Technical and Adult Education West Virginia
2:30 p.m.	Practice In Managing Conflict and Stress Resulting From Governance Problems Simulation Group I — Resource Leader: Mike Murphy

Tuesday, September 27, 1977 (Cont.)

Simulation Group II Resource Leader:

Sue Bennett

Simulation Group III Resource Leader:

Clarence Burdette

Simulation Group IV Resource Leader:

Daniel E. Koble, Jr.

4:30 p.m. Adjourn

6:00 p.m. Hospitality Hour

Sponsored by: Brodhead-Garrett Co., Cleveland, Ohio

Host: Tom Rogers, Educational Consultant

7:30 p.m. Conference Dinner

Toastmaster: Clarence Burdette,
Assistant Superintendent for Vocational Technical and Adult Education
West Virginia

How Do You Tell When You Have a Good System of Governance?

Martin Essex, Executive Director
The State Advisory Council for Vocational Education
Ohio

Wednesday, September 28, 1977

7:30 a.m. NASDVE Breakfast
(Members and Interested Others)

Presider: Robert Van Tries, President
NASDVE and Assistant Commissioner for Vocational Technical Education
Minnesota

Wednesday, September 28, 1977 (Cont)

10:00 a.m.	Refreshment Break
*** 10:30 a.m.	Needs Assessment
*** 10:45 a.m.	Overview and Projections Planning Meeting Total Project
*** 11:00 a.m.	Goals and Objectives Region State Individual
*** 11:15 a.m.	Regional Group Sessions (Two Groups) Topic: Group Projects and Topics
*** 11:45 a.m.	Regional Group Reports
12:00 noon	Lunch (Individually Arranged)
*** 1:30 p.m.	Schedule of Project Activities (Preliminary Discussion) a - Topic b - Resource persons c - Location d - Chairpersons e - Dates
*** 2:30 p.m.	Small Group Sessions (By state delegation) Topic: State Goal (project)
*** 3:00 p.m.	Small Group reports (By state)

Wednesday, September 28, 1977 (Cont.)

*** 3:30 p.m. — Individual Goals

*** 4:00 p.m. — Report of Individual Goals

4:30 p.m. — Adjourn

Thursday, September 29, 1977

9:00 a.m. — FIFTH GENERAL SESSION

Presider: James R. Galloway, Assistant Superintendent for Adult, Vocational and Technical Education, Illinois

Topic: Policymaking As a Function of State Level Governance

Robert S. Seckendorf, Assistant Commisioner for Occupational and Continuing Education, New York

Melvin Garner, State Director of Vocational Education, Virginia

10:00 a.m. — Refreshment Break

10:15 a.m. — Topic: Setting Standard Characteristics of Vocational Education As a Function of State Level Governance

Carrol E. Burchinal, State Director and Executive Officer for Vocational Education, North Dakota

Darrell Parks, Assistant Director for Vocational Education, Professional Staff and Curriculum Development, Ohio

Ruth Stovall, Branch Director, Vocational Program Services, Alabama

Thursday, September 29, 1977 (Cont.)

	11:15 a.m.	NIE Evaluation and Study of Vocational Education - A Progress Report
	12:00 noon	Lunch (Individually Arranged)
	1:30 p.m.	SIXTH GENERAL SESSION Presider: Dean Prochaska, State Director of Vocational Education Kansas Progress and Plans at CVE Robert E. Taylor, Executive Director The Center for Vocational Education
**	2:30 p.m.	Final Reports a. Schedule of Regional Activities b. State Projects c. Individual Objectives
**	3:30 p.m.	Project Staff Responsibilities
**	4:00 p.m.	Evaluation Procedures
**	4:30 p.m.	Adjourn
	7:00 p.m.	Florida Night Dinner and Entertainment

Friday, September 30, 1977

	8:30 a.m.	SEVENTH GENERAL SESSION Presider: John Leeman, State Director of Vocational Education Tennessee

Friday, September 30, 1977 (Cont.)

Report of Position and Reaction Papers

Topic: Policymaking As a Function of Governance
Samuel Barrett, California

Topic: Setting Standards As a Function of Governance
Frank Santoro, Rhode Island

9:00 a.m. — Metric Education - Just Around The Corner

Gloria Cooper, Senior Research Specialist, The Center for Vocational Education

9:30 a.m. — The Relationship of State Staff Organization to Governance

Gordon Warner, Assistant Superintendent for Vocational Skills, Montana

10:00 a.m. — Refreshment Break

10:15 a.m. — CETA, NOICC, SOICC, and Vocational Education

Daniel Kruger, The University of Michigan Lansing

11:15 a.m. — How to Spend More Time Fishing and Less Time Untangling Your Line!

Daniel E. Koble, Jr., Research Specialist, The Center for Vocational Education

Conference Closing Remarks

Regional Inservice Program
for State Department Leaders
of Vocational Technical Education

Orientation and Planning Meeting
September 27 - 29, 1977

Evaluation

1. Did you receive adequate information on this project prior to this meeting? _____ Comments:

2. Are the objectives of the project clearly understood? _____
Comments:

3. Did you have adequate opportunity for input into plans and activities which have been scheduled for the project? _____
Comments:

4. Does the project seem to be organized to be potentially beneficial to you as an individual in your role in the State Department of Vocational Technical Education? _____ Comments:

5. What activities seemed to be most helpful? Comments:

6. What activities seemed to be least helpful? Comments?

Additional Comments:

The University of Tennessee
COLLEGE OF EDUCATION
Knoxville 37916

Department of Vocational-Technical Education
Agricultural, Business, Distributive,
Home Economics and Industrial Education

MEMO

TO: Region IV EPDA 553 Program

FROM: Juanita Bice/Mel Miller, University of Tennessee

DATE: October 3, 1977

RE: Follow-up of Florida Planning Meeting

Thanks to each of you for your professional interest and participation in the planning meeting for the regional project. From all indications the opportunity to meet in conjunction with the National meeting of the State Directors was a unique and beneficial experience.

I hope each of you are excited about the plans for our future meetings. I need to touch base with you on several items:

1. Please forward your expense forms as soon as possible for processing here at U.T.

2. Please complete the "Pre-test" which was in your folder if you have not already done so.

3. Please forward to us your state and individual objectives for the project as we agreed you would do.

4. Enclosed are the proposed plans presented by the groups on 1) Evaluation and 2) Planning.

   The groups on CETA and Program Improvement need to submit their plans.

5. Enclosed is the agreed upon meeting schedule, program topic, and team make-up.

6. Enclosed is a updated list of participants with respective State Directors. Please forward appropriate correspondence to all on the list.

7. If you did not complete the evaluation form last week, please complete and return.

Meeting Schedule

Region IV EPDA 553 Project
University of Tennessee

November 2 - 4, Biloxi, Mississippi

TOPIC: CETA: Youth Employment and Demonstration Projects

Team: Ken Eaddy
Cecil Walters
Jim Bishop
Elwyn Wheat

December 5, Atlantic City, New Jersey

TOPIC: Project Planning Update

Team: Juanita Bice
Melvin Miller

January 24 - 26, Montgomery, Alabama

TOPIC: Evaluation

Team: Patsy Agee
Bob Mabry
James Reeves
Ben Dilworth
Wallace Burke

March 30 - 31, Charleston, South Carolina

TOPIC: Program Improvement - Curriculum

Team: Al Newton
Ruth Stovall
Russ Smith
Ed Word

June 7 - 8 or 8 - 9, Nashville, Tennessee

TOPIC: Planning

Team: Brenda Barr
Leon Sims
Bob Lynn
Corky Huey
John Preston

TOPIC: Evaluation

Objective: To provide an opportunity for each State to present evaulation model and materials for group reaction and response. Each participant should share in this interchange of ideas, concepts, instruments and models and take back materials and ideas which best suit individual needs.

Date: January 24-26, 1978

Time: 1:00 p.m. January 24 - 12:00 p.m. January 26

Location: Montgomery, Alabama

Resource Persons: Evaluation Personnel from Illinois and West Virginia

Chairman: Patsy Agee

Team: Ben Dilworth
Bob Mabry
James Reeves

Agenda:

January 24, 1978

1:00 p.m. - 1:15 p.m. Welcome
Introduction to Program Objectives

1:15 p.m. - 4:30 p.m. Presentations of Evaluation Systems

1:15-2:15 - South Carolina
2:15-2:30 - Break
2:30-3:30 - Mississippi
3:30-4:30 - Tennessee

4:30 p.m. - 5:00 p.m. Questions & Answers

January 25, 1978

8:00 a.m. - 11:45 p.m. (Continued Presentation)

8:00 - 9:00 - Alabama
9:00 - 10:00 - Georgia
10:00 - 10:15 - Break
10:15 - 11:15 - Florida

January 25, 1978 - (Continued)

11:15 a.m. - 11:45 a.m.	Questions & Answers
11:45 a.m. - 1:30 p.m.	Lunch
1:30 p.m. - 3:30 p.m.	Illinois Evaluation Systems
3:30 p.m. - 5:00 p.m.	Trip to Alabama Department of Education

January 25, 1978

8:30 a.m. - 10:30 a.m.	West Virginia Evaluation Systems
10:30 a.m. - 10:45 a.m.	Break
10:45 a.m. - 12:00 p.m.	Planning Session for next meetings

TOPIC: Planning

Date: June 7-8, 1978 or June 8-9, 1978

Time: 8:00 a.m. Wednesday - 2:00 p.m. Thursday or
Thursday (8:00 a.m.) & Friday (2:00 p.m.)

Location: Nashville, Tennessee

Chairman: Leon Sims

Meeting Arrangements: Brenda Barr

Objective: To analyze the process and elements of the planning procedure and to apply these elements to the major planning functions of vocational education within the states.

Resource Person: To be determined at the November meeting.

Outline and Proposed Agenda: Times will be assigned at the November or January meeting. See below:

Tuesday - a.m.

Introduction to Workshop

Resource Person on Planning

Question and Answer Period

Small Group Workshop with Identified Situation

Small Group Feedback

Continued Small Group Work

Presentation of Small Group Product with copies for all members

REGIONAL INSERVICE PROGRAM FOR STATE
DEPARTMENT LEADERS OF VOCATIONAL TECHNICAL EDUCATION

EPDA 553, Part F
Personnel Development Training Grant
1977-78
The University of Tennessee, Knoxville
Department of Vocational Technical Education

Project Participants & State Directors

ALABAMA

1. Dr. James R. Bishop, Assistant Director, Support Data
   Vocational Division State Department of Education
   883 State Office Building
   Montgomery, AL 36130
   (205) 832-3357

2. Mr. B. P. Dilworth, Assistant Director, Program Supervision
   Vocational Division State Department of Education
   844 State Office Building
   Montgomery, AL 36130
   (205) 832-3456

3. Miss Ruth Stovall, Assistant Director, Program Services
   Vocational Division State Department of Education
   885 State Office Building
   Montgomery, AL 36130
   (205) 832-3285

4. Dr. David E. Sawyer, Chairman, Vocational Education
   The University of Alabama
   Box 6243
   University, Alabama
   (205) 348-6058

State Director

Mr. T. L. Faulkner
Vocational Education and Community College
Room 607, State Office Building
Montgomery, AL 36104
(205) 832-3364

FLORIDA

1. Mrs. Patsy R. Agee, Bureau Chief Research, Dissemination & Evaluation
   Division of Vocational Education Florida Department of Education
   Knott Building
   Tallahassee, FL 32304
   (904) 488-3995

2. Dr. Kenneth M. Eaddy, Bureau Chief Vocational Programs and Staff Development
Division of Vocational Education Florida Department of Education
Knott Building
Tallahassee, FL 32304
(904) 488-2365

3. Dr. Leon A. Sims, Bureau Chief Planning and Budgeting
Division of Vocational Education Florida Department of Education
Knott Building
Tallahassee, FL 32304
(904) 488-6191

4. Dr. L. Hobdy Perkins, Director of Vocational Research and Services
University of West Florida
Pensacola, FL 32504
(904) 476-9500

State Director

Joe D. Mills, Director
Vocational Technical & Adult Education
204 Knott Building
Tallahassee, FL 32304
(904) 488-8961

GEORGIA

1. Mr. Bob Lynn, Director Local Management Support Office of Adult and Vocational Education
Georgia Department of Education
321 State Office Building
Atlanta, GA 30334
(404) 656-2516

2. Mr. Ed Word, Director Instructional Program Support Office of Adult and Vocational Education
Georgia Department of Education
325 State Office Building
Atlanta, GA 30334
(404) 656-2560

3. Dr. John Preston, Associate Professor Department of Vocational and Career Development
Georgia State University
33 Gilmer Street, S.E.
Atlanta, GA 30303
(404) 658-2500

4. Mr. Robert Mabry, Evaluation Coordinator Program Support Office of Adult and Vocational Education
Georgia Department of Education
340 State Office Building
Atlanta, GA 30334
(404) 656-2550

State Director

Dr. Russell S. Clark, Assistant State Superintendent
Adult and Vocational Education
Room 312, State Office Building
Atlanta, GA 30334
(404) 656-6711

KENTUCKY

State Director

Billy Ray Howard, Assistant Superintendent of Public
Inst. for Vocational Education
State Department of Education
Capitol Plaza Tower
Frankfort, KY 40601
(502) 564-4286

MISSISSIPPI

1. Mr. Elwin Wheat, Assistant Director
Vocational-Technical Education
Sillers Building, Box 771
Jackson, MS 39205
(601) 354-6980

2. Mr. James Reeves, Assistant Director
Vocational-Technical Education
Sillers Building, Box 771
Jackson, MS 39205
(601) 354-6980

State Director

J. W. Lewis, Director
Vocational-Technical Education
Sillers Building, Box 771
Jackson, MS 39205
(601) 354-6980

NORTH CAROLINA

State Director

Dr. Charles J. Law, Jr.
Occupational Education
Department of Public Instruction
Raleigh, NC 37611
(919) 733-7362

SOUTH CAROLINA

1. Cleveland A. (Corky) Huey, Consultant, Teacher Education
   Office of Vocational Education
   906 Rutledge Building
   1429 Senate Street
   Columbia, SC 29201
   (803) 758-3156

2. Dr. W. Cecil Walters, Coordinator, Department of Curriculum and Instruction
State Board for Technical and Comprehensive Education
Room 511-A, Rutledge Building
1429 Senate Street
Columbia, SC 29201
(803) 758-7830

3. Dr. Alfred A. Newton, Head, Department of Industrial Ed.
Clemson University
120 Freeman Hall
Clemson, S. C. 29631
(803) 656-3447

State Director

L.L. Lewis
Vocational Education
908 Rutledge Building
Columbia, SC 29201
(803) 758-3101

TENNESSEE

1. Mrs. Brenda Barr, Director, Secondary Vocational Education
200 Cordell Hull Building
Nashville, TN 37219
(615) 741-1819

2. Mr. Wallace Burke, Chief of Administrative Services
200 Cordell Hull Building
Nashville, TN 37219
(615) 741-1716

3. Mr. Russell Smith, Chief, Program Services
200 Cordell Hull Building
Nashville, TN 37219
(615) 741-1320

State Director

John Leeman, Assistant Commissioner of Education
205 Cordell Hull Building
Nashville, TN 37219
(615) 741-3446

Project Staff

Dr. Melvin D. Miller and Dr. Juanita W. Bice,
Co-Directors
University of Tennessee
110 Henson Hall
Knoxville, TN 37916
Phone: (615) 974-2574

State EPDA Project Monitor

Dr. Bobby Derryberry
205 Cordell Hull Building
Nashville, TN 37219
Phone: (615) 741-2860

Project Officer

Dr. John Lovegrove
USOE Region IV, Room 500
57th Street, N/E
Atlanta, GA 30323
Phone: (404) 881-4311

The University of Tennessee
COLLEGE OF EDUCATION
Knoxville 37916

Department of Vocational-Technical Education
Agricultural, Business, Distributive,
Home Economics and Industrial Education

MEMO

TO: State Directors of Vocational Education
USOE Region IV

FROM: Juanita Bice/Mel Miller

DATE: October 6, 1977

RE: EPDA 553 Regional Project
University of Tennessee

Just a note to thank each of you for your support and encouragement in the planning of our orientation session during your national meeting last week in Florida. The participants from each state were actively involved in the planning of the schedule of meetings for the year. A copy of the schedule is enclosed for your information. You will note that we followed the suggestion to reduce the number of meetings. The programs that are planned will provide professional development activities for your representative which should have a resultant benefit to your total state vocational programs.

We solicit and welcome your comments and suggestions at any time.

Thank you all, once again, for your eagerness and willingness to participate in this experience for your representatives in the program.

Appendix C

Correspondence, Schedules and
Evaluations for Regional Meetings

State of Mississippi
DEPARTMENT OF EDUCATION
C. E. HOLLADAY, SUPERINTENDENT

DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
J. W. LEWIS, DIRECTOR
P. O. BOX 771
JACKSON, MISS. 39205

October 19, 1977

Dr. Melvin D. Miller, Co-Director
University of Tennessee
110 Henson Hall
Knoxville, TN 37916

Dear Dr. Miller:

We are enclosing an agenda for the EPDA Meeting which is to be held in Biloxi, Mississippi, on November 1, 2, and 3. Please note that the meeting will start on November 2 at 9:00 a.m.; therefore, we have reserved rooms in your name at the Howard Johnson's Motor Lodge, Biloxi, beginning on November 1. We have reserved singles, which will be at the rate of $17.00 each (plus tax), however, if you desire to share rooms, that can easily be arranged. If you desire this type of accomodation, please notify us.

We would also like for you to notify us of your arrival time at the airport in Gulfport, so that we may have personnel at the airport to meet you and provide transportation to the Howard Johnson's in Biloxi. We are happy to provide this service for you. It will be no inconvenience for us, so please forward your arrival time.

We are looking forward to having you in Mississippi and any other information you may need, please feel free to contact us. We will be happy to handle any detail for your convenience or comfort during your stay in Mississippi.

Sincerely,

Elwyn G. Wheat

Elwyn G. Wheat, Assistant Director
Vocational-Technical Education
Post Secondary

lks

Enclosure

AGENDA

REGIONAL INSERVICE PROGRAM FOR STATE DEPARTMENT
LEADERS OF VOCATIONAL-TECHNICAL EDUCATION
THE ROLE OF VOCATIONAL EDUCATION IN CETA AND YOUTH EMPLOYMENT

November 2-3, 1977
Howard Johnson's Motor Hotel - Biloxi, MS

November 2 - 8:30 AM - REGISTRATION - Mississippi State Staff

9:00 AM - GENERAL SESSION - Topic: CETA Overview and Familiarization
Presiding: Travis Cliett, State MDT/CETA Supervisor, Vocational-Technical Division, Mississippi State Department of Education

Overview and Introductions: Staff, Conferees, Guest

9:15 AM - WELCOME TO MISSISSIPPI - Mr. James Reeves and Mr. Elwyn Wheat Vocational-Technical Division, Mississippi Department of Education

9:30 AM - CETA UPDATE AND AN OVERVIEW ON YOUTH EMPLOYMENT DEMONSTRATION ACT - Mr. Newstell Dowdell, Regional Department of Labor Office, Atlanta, Georgia

10:15 AM - BREAK

10:30 AM - PRIME SPONSOR PANEL: Topic: "CETA FROM THE PRIME SPONSORS PERSPECTIVE"

PANEL MEMBERS:

Governor's Office - Mr. J. H. McMinn, Executive Director, Governor's Office of Job Development and Training - STIP and Other Specials
Jackson Consortium - Mr. Otto Rosencranz - Planning and Accountability requirements in CETA
Harrison County Consortium - Mr. Paul Harris, Harrison County Employment and Training Agency

11:15 AM - QUESTIONS, REACTIONS, AND DISCUSSION

12 Noon - Lunch

1:15 PM - GENERAL SESSION - Topic: Department of Education Prime Contracting as a Method of Delivery and Service

PART I
Working with Prime Sponsors
The CETA/Vocational Education Working Relationship
Lawrence Dillon, Assistant MDT State Supervisor
Mississippi State Department of Education

PART II
The Local Vocational Education Delivery of CETA Programs
Mr. Robert Irby - CETA Summer Youth Programs by Vocational Education

(continued page two)

Col. John Castlen - Institutional Vocational Education (Satellite Operations)
Mr. Edward Evans - Skill Centers (Separate Campus - Separate Administration)
Mrs. Nancy White - Cooperative Programs (Vocational Education and CETA on Same Campus)

3:15 PM - BREAK

3:30 PM - PART III
Institutional Project Planning-State Department of Education Viewpoint - Louis Dugas, Assistant MDT State Supervisor Mississippi Department of Education

4:00 PM - GENERAL DISCUSSION AND PARTICIPANT REACTION

5:00 PM - ADJOURN

6:00 PM - RELAXATION AND HOSPITALITY

7:00 PM - SEAFOOD JAMBOREE

November 3 - 8:15 AM - TOUR OF THE GULFPORT MANPOWER TRAINING SKILL CENTER (Bus to pick up at front lobby promptly at 8:15)

10:00 AM - BOARD BUS FROM SKILL CENTER

10:15 AM - GENERAL SESSION - Topic: The Coordinated Effort for Best Total Results

The CETA/Vocational Education Working Relationships - Mr. James Northcutt, Department of Education, Montgomery, Alabama

11:00 AM - POLICIES, RESPONSIBILITIES, AND POTENTIAL FOR STATE EDUCATION AGENCIES IN CETA PROGRAMS (General Discussion)

11:15 AM - SUMMARY AND GENERAL DISCUSSION BY: Dr. Melvin D. Miller and Dr. Juanita W. Bice, Project Co-Directors, University of Tennessee, College of Education

12 Noon - ADJOURN

EVALUATION FORM

Viewed as participant

PROCESS EVALUATION

Was the format suitable?

Was the subject content appropriate?

Was the agenda schedule adequate?

What would you do differently?

What do we want to keep for next workshop schedule format?

Should there be more time for interchange?

Were the facilities adequate?

Was the content of this particular workshop valuable to you?

Were the objectives of this workshop met?

The University of Tennessee
COLLEGE OF EDUCATION
Knoxville 37916

Department of Vocational-Technical Education
Agricultural, Business, Distributive,
Home Economics and Industrial Education

MEMO

TO: Region IV EPDA 553 Project Participants

FROM: Juanita Bice jb

DATE: November 17, 1977

Hi - we hope you all eventually made it back home - I know the trip home presented more "challenges" for some.

1. Again, we want to thank Elwyn and James and all their staff for the hospitality and Elwyn, Ken, Cecil, and Jim Bishop for the planning and conducting of the meeting.

2. The evaluations completed by all of you indicated a very positive reaction to the program content and presenters. However, nearly everyone of you indicated you would have liked more time for discussion and group interchange. Those of you planning future meetings might respond to this by scheduling more time on the program for large or even small group discussion of the issues and sharing of mutual concerns and their solution.

We believe if you plan for two full days of meeting time, you will have ample time for formal discussions and "rap" sessions which are an integral part of the program.

3. Another comment made by many of you on the evaluation indicated the room was too small for the number of people we had and was not free from outside "noise." Again, as you all plan future meetings you might consider these comments as you make arrangements for meeting rooms.

4. Also, in planning your meeting, please build in an evaluation of the program, presenters, facilities, etc. The form used at the last meeting is enclosed.

5. Remember the request for the host state or host committee to make arrangements for pictures to be taken of the group in session. Forward the receipts to us for reimbursement.

6. If you are planning an outside consultant and need for us to confirm that we will pay expenses and an honorarium, please notify us to follow up.

7. Another request on the evaluations returned was "ask Miss'ippi to bring the shrimp!"

8. Enclosed you will find a copy of A Model for YETP which was shared with us by Florida.

9. We have received some, but not all, of your state and individual objectives. As soon as these are finalized, we would appreciate your forwarding a copy to us. This will help us as we plan our individual state visits with you.

10. We have extended our appreciation to Mr. J. W. Lewis, State Director in Mississippi for the hospitality extended to us by his people and to Dr. J. J. Haydyn, President of Gulf Coast Junior College in Perkinston, MS, whose staff and facilities were provided to make our Gulf Coast Seafood Buffet a "huge" success.

The expense checks are coming in a few at a time and we are forwarding them as soon as we get them.

Looking forward to the January meeting in Alabama - see you then.

RALPH D. TURLINGTON
COMMISSIONER

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

December 20, 1977

Dr. James R. Bishop, Asst. Director
Support Data - Vocational Division
State Department of Education
883 State Office Building
Montgomery, Alabama 36130

Dear Jim:

We are looking forward to an interesting meeting in Montgomery, Alabama, January 24-26, 1978. I am depending upon each state to present information about evaluation procedures currently in use within the state. A second check has lulled me into a secure feeling of contentment about this matter, so please don't let me down.

Reservation cards were distributed at the Biloxi meeting for your convenience in making arrangements to stay in Montgomery. Just in case anyone needs the information, we will be staying in the:

Downtowner Motor Inn
120 Madison Avenue
Post Office Box 549
Montgomery, Alabama 36101
Phone: 205/264-2231

An Agenda is attached to reconfirm the time your state will make a presentation.

See you in Montgomery!

Sincerely,

Patsy

Patsy R. Agee, Bureau Chief
Vocational Research, Dissemination
and Evaluation

A/r

Attachment

cc: Dr. Juanita Bice
Dr. Melvin Miller

an equal opportunity employer

AGENDA

VOCATIONAL EVALUATION

Montgomery, Alabama

Downtowner Motor Inn

January 24-26, 1978

Objective:

To provide an opportunity for each State to present evaluation models and/or materials for group reaction and response. Each participant is expected to share in this interchange of ideas, concepts, instruments and models in order to acquire information which best suit individual needs.

Tuesday, January 24, 1978

1:00 P.M. - 1:15 P.M.	Welcome Introduction to Program
1:15 P.M. - 4:30 P.M.	Presentations of Evaluation Systems
1:15 P.M. - 2:15 P.M.	South Carolina
2:15 P.M. - 2:30 P.M.	BREAK
2:30 P.M. - 3:30 P.M.	Mississippi
3:30 P.M. - 4:30 P.M.	Tennessee
4:30 P.M. - 5:00 P.M.	Discussion

Wednesday, January 25, 1978

8:00 A.M. - 11:15 A.M.	Continue Presentations
8:00 A.M. - 9:00 A.M.	Alabama
9:00 A.M. - 10:00 A.M.	Georgia
10:00 A.M. - 10:15 A.M.	BREAK
10:15 A.M. - 11:15 A.M.	Florida
11:15 A.M. - 11:45 A.M.	Discussion
11:45 A.M. - 1:30 P.M.	LUNCH

1:30 P.M. - 3:30 P.M.	Illinois Evaluation System Dr. John Klit, Manager Program Approval and Evaluation Dept. of Adult Vocational- Technical Education 110 North First Street Springfield, Illinois 62777
3:30 P.M. - 5:00 P.M.	Trip to Alabama Department of Education

Thursday, January 26, 1978

8:30 A.M. - 10:30 A.M.	West Virginia Evaluation System Mr. Clarence Burdette, Asst. Supt. Bureau of Vocational Technical and Adult Education State Department of Education Building Six - Room 221 1900 Washington Street East Charleston, West Virginia 25305
10:30 A.M. - 10:45 A.M.	BREAK
10:45 A.M. - 12:00 Noon	Planning Session for future meetings and evaluation of current meeting

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
An equal opportunity employer

AGENDA

VOCATIONAL EVALUATION

Montgomery, Alabama

Downtowner Motor Inn

January 24-26, 1978

Objective:

To provide an opportunity for each State to present evaluation models and/or materials for group reaction and response. Each participant is expected to share in this interchange of ideas, concepts, instruments and models in order to acquire information which best suit individual needs.

Tuesday, January 24, 1978

1:00 P.M. - 1:15 P.M.	Welcome Introduction to Program
1:15 P.M. - 4:30 P.M.	Presentations of Evaluation Systems
1:15 P.M. - 2:15 P.M.	South Carolina
2:15 P.M. - 2:30 P.M.	BREAK
2:30 P.M. - 3:30 P.M.	Mississippi
3:30 P.M. - 4:30 P.M.	Tennessee
4:30 P.M. - 5:00 P.M.	Discussion

Wednesday, January 25, 1978

8:00 A.M. - 11:15 A.M.	Continue Presentations
8:00 A.M. - 9:00 A.M.	Alabama
9:00 A.M. - 10:00 A.M.	Georgia
10:00 A.M. - 10:15 A.M.	BREAK
10:15 A.M. - 11:15 A.M.	Florida
11:15 A.M. - 11:45 A.M.	Discussion
11:45 A.M. - 1:30 P.M.	LUNCH

1:30 P.M. - 3:30 P.M.	Illinois Evaluation System Dr. John Klit, Manager Program Approval and Evaluation Dept. of Adult Vocational- Technical Education 110 North First Street Springfield, Illinois 62777
3:30 P.M. - 5:00 P.M.	Trip to Alabama Department of Education

Thursday, January 26, 1978

8:30 A.M. - 10:30 A.M.	West Virginia Evaluation System Mr. Clarence Burdette, Asst. Supt. Bureau of Vocational Technical and Adult Education State Department of Education Building Six - Room 221 1900 Washington Street East Charleston, West Virginia 25305
10:30 A.M. - 10:45 A.M.	BREAK
10:45 A.M. - 12:00 Noon	Planning Session for future meetings and evaluation of current meeting

EVALUATION FORM

VOCATIONAL EVALUATION
Montgomery, Alabama
Downtowner Motor Inn
January 24 - 26, 1978

EVALUATION OF EPDA MEETING

1. How would you rate the components of this meeting?

   (a) One hour State presentations.

7	14	1	0
(4)	(3)	(2)	(1)
Excellent			Unsatisfactory

   (b) Two hour State presentations.

3	13	3	0
(4)	(3)	(2)	(1)
Excellent			Unsatisfactory

   (c) Trip to Alabama Department of Education

0	7	8	3
(4)	(3)	(2)	(1)
Excellent			Unsatisfactory

   (d) Planning session for future meetings.

2	6	1	0
(4)	(3)	(2)	(1)
Excellent			Unsatisfactory

2. How appropriate was the subject content of this meeting?

16	5	0	0
(4)	(3)	(2)	(1)
Extremely Appropriate			Extremely Inappropriate

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE, FLORIDA
RALPH D. TURLINGTON, COMMISSIONER
An equal opportunity employer

3. How would you rate the clarity and completeness of hand-out materials given with the presentations?

   (a) Clarity

5	15	1	0
(4)	(3)	(2)	(1)
Very Clear			Very Unclear

   (b) Completeness

6	12	3	0
(4)	(3)	(2)	(1)
Very Complete			Very Incomplete

4. Was sufficient time available for interchange of ideas, concepts, instruments and models?

   19 Yes 1 No

5. How would you rate the facilities at this meeting?

   (a) Lodging

8	11	0	0
(4)	(3)	(2)	(1)
Superior			Inferior

   (b) Dining Facilities

3	16	0	0
(4)	(3)	(2)	(1)
Superior			Inferior

   (c) Meeting Room

0	10	0	0
(4)	(3)	(2)	(1)
Superior			Inferior

   (d) Service

3	15	1	0
(4)	(3)	(2)	(1)
Superior			Inferior

6. In your opinion, were the objectives of this meeting attained?

20 Yes 0 No

7. How valuable was the meeting to you?

9	12	0	0
(4)	(3)	(2)	(1)
Extremely Valuable			Utterly Worthless

Comments: _____

College of Education

DEPARTMENT OF INDUSTRIAL EDUCATION

CLEMSON UNIVERSITY

January 31, 1978

To: Regional Inservice Program Participants

From: Dr. Alfred F. Newton

Subject: April Meeting in Greenville, South Carolina

Attached is an agenda for the fourth meeting of the EPDA Regional Inservice Program to be held in Greenville, S. C. at the Thunderbird Motor Inn, April 4-6, 1978. If for any reason you find that you cannot attend, please let me know by April 1. I will need to make a commitment on the number for dinner at that time.

There will be transportation provided for you at the Greenville/Spartanburg Airport at 3:49 p.m. on Tuesday, April 4. I hope that all of you (with the exception of Mel Miller) who plan to fly to Greenville will be on Eastern Flight # 364 from Atlanta. If you make other flight arrangements, please let me know so we can meet your flight.

Enclosed is a strip map showing the location of the Thunderbird Motor Inn for those of you who plan to drive. Also enclosed is the motel reservation cards. Please send this card back to the motel as soon as possible. The room rates are $19.76 (incl. tax) for a double and $16.64 (incl. tax) for a single.

We look forward to seeing all of you again in April.

AFN/lws
Enclosures

106 FREEMAN HALL • CLEMSON, SOUTH CAROLINA 29631 • TELEPHONE 803 656-3447

Agenda

EPDA Regional Leadership Workshop
Thunderbird Motor Inn
Greenville, S.C.
April 4-6, 1978

Theme: Curriculum Development - Personnel Development for Performance Based Instruction in Vocational Education

Tuesday, April 4

4:00-6:00 p.m.	Registration (Registration fee $10.00)
7:00 p.m.	Dinner - Gold Room, Thunderbird Motor Inn Buffet (included in Registration fee)----------Dr. Bruce Yandle, Head, Economics Clemson University

Wednesday, April 5

8:30 a.m.	Welcome----------Mr. L. L. Lewis, State Director of Vocational Education, S. C.
9:00 a.m.	Philosophical Basis for Curriculum Development - Performance Based Instruction - Dr. Jack Frymier, Professor of Education, Ohio State University
10:15 a.m.	Break - Coffee/Coke
10:30 a.m.	State of the Art - Performance Based Curriculum Alabama----------Ruth Stovall & James Kendrick
	South Carolina----------Art Jenson
11:45 a.m.	Discussion
Noon	Lunch (on your own)
1:15 p.m.	Field Trip - Donaldson Area Vocational Center and Greenville Technical College - A brief look at Performance Based Curriculum in use (Transportation provided)
4:30 p.m.	Discussion (at Greenville Technical College)
5:15 p.m.	Adjourn (return to Thunderbird Motor Inn) (Transportation provided
7:30 p.m.	Dinner (on your own) After Dinner Planning Session

Thursday, April 6

8:30 a.m.	The Essentials of a State System for Curriculum Development----------	Dr. Robert Fagan, Florida
9:30 a.m.	Discussion	
10:00 a.m.	Break - Coffee/Coke	
10:15 a.m.	Approaches and Methods of Personnel Development Toward Implementation of Performance Based Instruction Panel: Russell Smith, Tennessee John Preston, Georgia Milo Sulentic, South Carolina	
11:45 a.m.	Discussion	
12:00 Noon	Lunch (on your own)	
1:00 p.m.	A PBI Curriculum Project which includes Personnel Development----------	Page Crouch, Professor Industrial Education, Clemson University
2:00 p.m.	Summary & Evaluations	
2:15 p.m.	Adjourn	

Evaluation Check Sheet

EPDA Regional Leadership Workshop
Greenville, S.C.
April 4-6, 1978

THEME: Curriculum Development - Personnel Development for Performance Based Instruction in Vocational Education

1. How appropriate was the subject content of this meeting?

(4)	(3)	(2)	(1)
6	5		
Extremely Appropriate			Extremely Unappropriate

Comment:

2. Rate the presentation by Dr. Jack Frymier - Philosophical Basis for Curriculum Development

(4)	(3)	(2)	(1)
3	6	2	
Excellent			Unsatisfactory

Comment:

3. How helpful were the reports on the "State of the Art - Performance Based Curriculum" given by representatives of Alabama and South Carolina?

(4)	(3)	(2)	(1)
5	5	1	
Extremely Helpful			Not Helpful

Comment:

4. How effective were the field visits in providing you with both examples of good and poor applications of individualized instruction.

7	4		
(4)	(3)	(2)	(1)
Excellent			Unsatisfactory

Comment:

5. How would you rate the importance of Dr. Robert Fagan's presentation, "The Essentials of a State System for Curriculum Development"?

2	7	1	1
(4)	(3)	(2)	(1)
Extremely Important			Unimportant

Comment:

6. Were the presentations on "Approaches and Methods of Personnel Development Toward Implementation of Performance Based Instruction" by Rus Smith, Hobdy Perkins, and Milo Sulentic of value to you?

1	8	1	
(4)	(3)	(2)	(1)
Extremely Valuable			Not Valuable

Comment:

7. How would you rate the presentation by Dr. J. Page Crouch "A PBI Curriculum Project which includes Personnel Development"?

3	6	2	
(4)	(3)	(2)	(1)
Excellent			Poor

Comment:

8. How would you rate the facilities at this meeting?

(a) Lodging

3	8		
(4)	(3)	(2)	(1)
Superior			Inferior

(b) Dining

4	7		
(4)	(3)	(2)	(1)
Superior			Inferior

(c) Meeting Room

4	6		
Superior			Inferior

(d) Transportation

8	3		
(4)	(3)	(2)	(1)
Superior			Inferior

9. In your opinion, were the objectives of this meeting attained?

11	
Yes	No

10. How valuable was the meeting to you?

5	6		
(4)	(3)	(2)	(1)
Extremely Valuable			Worthless

11. Comments:

Return to:

Dr. Melvin D. Miller
110 Henson Hall
University of Tennessee
Knoxville, Tennessee 37916

RALPH D. TURLINGTON
COMMISSIONER

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

May 10, 1978

M E M O R A N D U M

TO: EPDA Regional Workshop Participants
Nashville, Tennessee
June 1-2, 1978

FROM: Leon Sims, Chairman

SUBJECT: Workshop Information

Attached please find a copy of the Workshop Agenda for our June 1-2, 1978 meeting in Nashville, Tennessee.

Additionally, you will find a roster of the Vocational Division State Staff for the State of Flagamitscal. These role assignments have been made by the Planning Committee to create a role planning setting for the Workshop. Should you not be able to attend the Workshop, your representative, if you choose to send one, will assume your role assignment.

A display is being put together of materials relating to planning. If you have any materials on planning you wish to include, please bring them to the Workshop. A table or other appropriate display facilities will be provided for this purpose.

See you in Nashville June 1-2, 1978.

LAS/lhh

Attachments

5/9/78

AGENDA

EPDA Regional Leadership Workshop
Two Rivers Rodeway Inn
Nashville, Tennessee
June 1-2, 1978

Theme: Improved Management Through Planning

Thursday, June 1

9:00-12:00 Noon	Registration	
12:00- 1:00 p.m.	Lunch	
1:00- 1:15 p.m.	Welcome	John Leeman State Director Vocational Education Tennessee
1:15- 1:30 p.m.	Overview of Workshop	Leon Sims
1:30- 2:30 p.m.	Basic Planning Techniques	R. K. Ready, Assistant Provost, Omega College and Leader of Organizational Studies and Public Policy University of West Florida
2:30- 2:45 p.m.	Break	
2:45- 3:15 p.m.	Discussion	R. K. Ready
3:15- 5:30 p.m.	Division Staff Meeting Identify Problem and Explain Assignments	Hobdy Perkins, State Director, Vocational Education, State of Flagamitscal
5:30 p.m.	Adjourn	

Friday, June 2

8:00- 8:30 a.m.	Division Staff Meeting	Hobdy Perkins
8:30- 9:30 a.m.	The Role of Occupational Information in the Planning of Vocational Education Programs	Andrew Sum Assistant Professor of Economics Northeastern University
9:30- 9:45 a.m.	Break	
9:45-10:00 a.m.	Division Staff Meeting	Hobdy Perkins
10:00-12:00 Noon	Staff Work Session	
12:00- 1:00 p.m.	Lunch	
1:00- 3:30 p.m.	Staff Work Session	
3:30- 4:15 p.m.	Division Staff Meeting to Review Solution to Assigned Problem	Hobdy Perkins
4:15- 5:00 p.m.	Summary and Evaluation	

5/9/78

EPDA Regional Leadership Workshop
Participant's State Staff Role Assignments

June 1-2, 1978
Nashville, Tennessee

State of Flagamitscal*

STATE DIRECTOR'S OFFICE **

State Director	Hobdy Perkins
Assistant State Director	Brenda Barr
Equity Coordinator	Wallace Burke
Assistant Equity Coordinator	Leon Sims

INSTRUCTIONAL PROGRAMS AND SERVICES SECTION

Section Director	Patsy Agee

Vocational Programs Sub-Section

Section Administrator	James Reeves
Program Specialist	Bob Maybry
Program Specialist	Al Newton
Program Specialist	Ruth Stovall

Services for Special Group Sub-Section

Section Administrator	Cecil Walters
Program Specialist-Disadvantaged	Jim Bishop
Program Specialist-Handicapped	Elwyn Wheat

PROGRAM IMPROVEMENT AND SUPPORT SERVICES SECTION

Section Director	Russell Smith
Research Specialist	K. M. Eaddy
Curriculum Specialist	Ed Word
Guidance and Counseling Specialist	Bob Lynn
Exemplary and Innovative Program Specialist	Doug Patterson
Personnel Development Specialist	Corky Huey
Management Information Specialist	David Sawyer
Evaluation Specialist	John Preston

** Planning Consultant to State Director — R. K. Ready, Consultant, Provost of Omega College, University of West Florida, Pensacola, Florida

Florida, Georgia, Mississippi, Tennessee, South Carolina, Alabama
Fla ga mi t sc al

* "Flagamitscal"

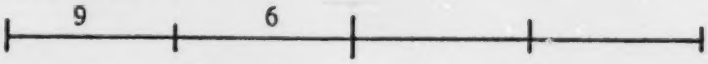
UNIVERSITY OF TENNESSEE

Evaluation Instrument
EPDA Regional Leadership Workshop
Nashville, Tennessee

1. Was the purpose of the meeting appropriate for the group?

2. Do you feel that the meeting was:

adequately planned?

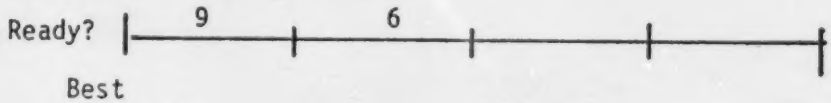


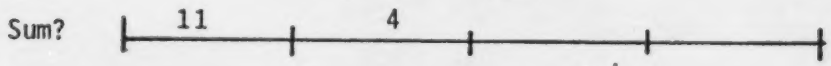
Well conducted?

Appropriately controlled?

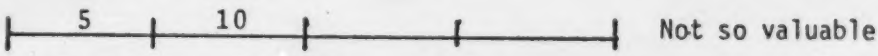
3. Were the objectives of the meeting clear?

4. Value of the consultants to you:

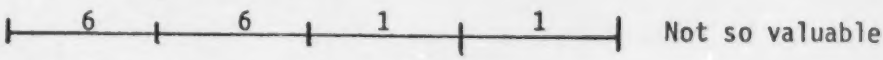




5. The value of planning tips, ideas, hints, suggestions and procedures which were new and may be helpful to you were:



6. The professional value of the informal activities such as midnight seminars, Opryland, Grand Ole Opry and others were:



7. Adequacy of the facilities:

June 1, 2--1978

Air transportation

Good — 2 — 4 — — — Average

Local transportation

Good — 3 — 4 — 1 — Inadequate

Meeting rooms

Superior — 3 — 8 — 3 — Inadequate

8. Please list:

The most beneficial activities were Speakers-7

Getting to know people with same problems-2

Interaction-3

Suggestions for future meetings:

Comments:

This series of leadership conferences broke the ice and demonstrated what can be done. My congratulations to Drs. Bice and Miller.

Lawrence Hobdy Perkins
The University of West Florida

Appendix D

State Director

Mid-Point Survey

Questionnaire
for
The State Director of Vocational Education
Region IV EPDA Project

Regional Inservice Training for
State Department Leaders of
Vocational Technical Education

1. Have you had direct feedback from your state staff regarding their participation in the program?

   YES 5 NO 0 If yes, in what ways do you believe this project is furthering the professional development of your staff?

   One individual who is new to our staff says he knows no other way he could be learning so much about workings of state level vocational administration.

   Three bureau chiefs participating in this project have an opportunity to receive and provide information pertinent to operational elements of their positions. Acquisition of additional information will assist each of the participants make rational judgments in assigned areas of responsibility.

   Informational and timely.

   The staff members are broadening their knowledge about activities being conducted in other states which helps in developing alternatives needed in decision-making.

   The staff members are learning their counterparts in other states which provides additional resources to draw on when needed in our state.

   Providing direct input or ideas on how other states are dealing with pertinent issues that are common to each state. Sharing specific plans relating to evaluation instruments, curriculum, CETA legislation, and planning procedures have or will be a direct result.

2. Have you seen evidence that this project is furthering a good working relationship between state staff and vocational teacher educators in your state?

YES 4 NO 1 If yes, please give an example of activities which demonstrate this outcome.

If no, please suggest how this outcome might be furthered through this project.

There has always been an outstanding working relationship between the State Department of Education and the Teacher Educators.

I feel this exposure is enhancing inservice and preservice teacher education plans for our state.

In the development of a Performance Based Curricula at one of the major universities in this state.

Sharing information with the person responsible for Teacher Education in the state.

The staff has already used ideas from the institute relating to improving articulation between secondary and post secondary vocational programs which involves the use of teacher educators in staff development. Much of the information received at the last meeting on evaluation is being utilized in the development of a new evaluation system and teacher educators are being utilized as an integral part of the development process and will be involved in the on-site visitation process.

By the sharing of common objectives as they relate to providing quality vocational education, especially in view of the parameters as set forth by the 1976 Federal legislation. This project has helped to provide a closer relationship between the state staff and teacher education and better understanding of each role.

3. As you are aware, the project has funds and personnel to provide on-site assistance to project participants. This assistance, at no cost to the state, is available to facilitate state department goals and/or to further personnel development needs in your state.

Are there specific areas or needs where you would like to see project staff provide in-state assistance to your states' participants?

YES 3 NO 2 If yes, please list or describe.

a. Assistance in developing plans for teacher education would be valuable.

Review the plans and activities being prepared and implemented relating to articulation of secondary and post secondary vocational programs. Make recommendations to me regarding ways to improve the process.

To discuss ideas and plans from the states' viewpoint on future teacher education requirements and to review the state plan as it relates to future program goals and overall growth in vocational education.

b. To entertain recommendations from teacher education to improve state leadership and future planning.

c. To coordinate and emphasize the teacher education institutions' role in presenting the V-TECS system to present and future vocational teachers.

4. Please add any suggestions or comments which you believe would enhance the quality and outcomes of this regional personnel development project.

None

None. The project seems to be adaquately planned and from information recieved through conservations with the three participants each meeting has been conducted to their satisfactions.

Very good as is.

Perhaps an activity designed to improve decision-making skills would be helpful. A review of various methods used to gather and analyze information for decision-making purposes would be important for our staff.

If an opportunity is provided to conduct a similar project, it may be advisable to encourage each state to come to the first meeting with priorities in mind to assist in the overall planning.

APPENDIX E

Final Evaluation Summary

FINAL EVALUATION SUMMARY

	Response in Percentages				
	High Degree				Low Degree
1. Provide a professional development experience for three vocational education leaders who hold first line positions under the state directors of vocational education in each cooperating state.	37%	58%	-0-	5%	-0-
2. Create a closer working relationship between the VET program leaders of the State Division of VE in each of the cooperating states.	42%	37%	16%	5%	-0-
3. Develop a cooperative relationship between and among the several state divisions of vocational education and teacher education programs participating in this program.	47%	32%	5%	16%	-0-
4. Develop a model inservice program for leaders in state divisions of vocational education which is transportable to regionalized state groups.	21%	37%	37%	5%	-0-

	Response in Percentages					
	High Degree				Low Degree	No Resp.
5. Identify and establish a plan for achieving one major individual professional development goal for each participant.	16%	52%	10%	21%	-0-	-0-
6. Identify and establish a plan for achieving one major professional development goal common to the participants from each state participating in the project.	26%	37%	21%	16%	-0-	-0-
7. Identify and establish a plan for achieving one professional development goal common to all participants.	16%	42%	26%	5%	-0-	10%

IN ADDITION, PLEASE RESPOND TO THE FOLLOWING TWO QUESTIONS.

	yes	no	no resp.
1. Did you identify and establish a plan to achieve one major individual professional goal?	68%	32%	-0-
If yes, did you achieve that goal?	52%	21%	26%
If no, what hindrances and problems did you encounter?			

Summary Statement: Most "no" responses indicated that the participant is still working on the accomplishment of the objective identified. Some indicated that change takes time and is a slow process. Changing attitudes is not a one year goal. In statewide efforts toward change getting committment and changing attitudes takes time and effort.

	yes	no	no resp.
2. Did you identify and establish a plan for achieving one major professional development goal in your state?	69%	26%	5%
If yes, did you achieve that goal?	42%	21%	37%

If no, what hindrances and problems encountered?

Summary Statement: The few responses to indicate the hindrance again were time committment at the state level due to job responsibility.

PROGRAM COMMENT SHEET

USOE REGION IV EXTERN PROGRAM
1977-78

Participant Rating

In order to improve future projects we would appreciate your candid comments.

1. The sessions have been: (Select one)
   a. A good balance between theoretical and practical information
   b. Too heavily weighted toward routine ideas.
   c. Too theoretical.
   d. Other (specify) _____

   1. a. 89%
      b. 5%
      c. -0-
      d. -0-
      NR. 5%

2. These sessions have:
   a. Helped me in the performance of my present duties.
   b. Assisted and stimulated me to think constructively about my work.
   c. Been of value to me but I see no application to my present work environment.
   d. Left little lasting impression on me.

   2. a. 32%
      b. 68%
      c. 5%
      d. -0-

3. Have you made any valuable personal contacts and acquaintances in this program?

   YES 89% NO 5% NO RESPONSE 5%

   a. If yes, are these contacts with:
      a. Speakers/Consultants
      b. Participants of program
      c. Both of the above

      3. a. 5%
         b. 16%
         c. 68%
         NR. 10%

4. Have the sessions helped you to better understand other persons with whom you work?

   YES 68% NO 32%

Summary: The sessions seemed to create a better understanding of the role of each individual within state divisions and also foster important communication links between states. The common knowledge and experience base facilitated this linkage.

5. My State Director

	yes	no
a. Accepted this program.	100%	
b. Thought it took me away from my work for too long a period.		25%
c. Thought it would provide me with valuable training.	75%	

Summary: The time committment seemed to be the only concern of the state directors.

6. Please indicate whether the following topics were covered effectively, adequately, or poorly.
   a. Orientation/ Planning
   b. CETA
   c. Evaluation
   d. Curriculum
   e. Planning

	EFFECTIVELY	ADEQUATELY	POORLY	Did not attend
6. a.	58%	16%		26%
b.	53%	21%		26%
c.	58%	21%		21%
d.	37%	21%		42%
e.	74%	11%	5%	11%

7. How often do you use the skills/ information learned at the session on:
   a. CETA
   b. Evaluation
   c. Curriculum
   d. Planning

	FREQUENTLY				NEVER	
	1	2	3	4	5	
7. a.	5%	16%	26%	26%	-0-	26%
b.	32%	21%	21%	-0-	5%	21%
c.	26%	16%	11%	-0-	5%	42%
d.	37%	42%	5%	5%	-0-	11%

8. Do you find the information you have learned/ shared from the programs applicable to your organizational setting?

	MANY TIMES				NEVER	
	1	2	3	4	5	
8. a.	11%	26%	32%	5%	-0-	26%
b.	42%	21%	16%	-0-	-0-	21%
c.	26%	16%	16%	-0-	-0-	42%
d.	47%	21%	16%	5%	-0-	11%

9. Of what importance are each of the following components to the success of a program based on the regional extern model?

	Essential	Very Important	Desirable	Not Essential	
a. Orientation/Planning Activity	79%	10%	5%		5%
b. Group/Goals Meeting	63%	26%	5%	-0-	5%
c. Individual Goals Identified with plan for achieving	26%	32%	26%	10%	5%
d. State Goals Identified with plan for achieving	21%	26%	47%	-0-	5%
e. On-site Visit to each State by Project Staff	16%	21%	37%	16%	10%

10. Would you recommend the "extern concept" as illustrated and used by this program as an effective delivery strategy for inservice to first-line key administrators of vocational education in state departments of education? (Check one)

Yes, I recommend it as an effective model.	79%
No, I do not recommend the model.	-0-
No response.	21%

I would recommend the model with the following recommendations:

Summary: Recommendations included that the model should have more time built in for assimilating information and experiences and that the project staff should follow-up more on state and individual goals for effectiveness to be observed. The model is especially recommended for new first-line administrators. It was suggested that perhaps the "back-home" workload might be reduced for more effective participation.

11. Please add any additional comments that you feel would be helpful regarding the effectiveness of the program, time, staff, locations, participants, etc., etc.

Summary: General agreement among participants that the extern model was a novel and effective approach for inservice for decision-makers. It is especially beneficial to go outside one's own sphere of operation to share concepts and ideas and learn in the process. The benefits from the educational activities in the program will emerge and be evident in the months and years ahead.

Participant Background Information

1. What is your present position/title/responsibility?

   Summary: 14 State Department personnel
   5 Teacher Education representatives

2. How many years have you been in this role?

   Range: Less than a year to 14 years in current role.
   Average: 4.3 years in current role.

3. How many years have you been in vocational education?

   Range: 7 to 43 years in vocational education.
   Average: 20 years in vocational education.

4. Please check the program meetings you attended.

   a. Orientation/Planning Session
      Orlando, Florida 74%

   b. CETA
      Mississippi 74%

   c. Evaluation
      Alabama 79%

   d. Curriculum
      South Carolina 58%

   e. Planning
      Tennessee 89%

"END OF DOCUMENT"